

THE
Connecticut Common School Journal
AND
ANNALS OF EDUCATION.

EDITED BY J. N. BARTLETT.

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PHYSICAL TRAINING.

It is well known to every experienced teacher, that discipline in any particular branch of study confers increased ability for any other. A student who has been thoroughly trained in the study of the languages, can take up mathematics, and make more rapid progress than would have been possible without the classical training. Now these studies exercise very different faculties of the mind, and require a kind of discipline quite unlike each other. Here we have, then, a very common, and a practical illustration of a great fact of human development; namely, the training of any one faculty, aids in the development of any one or of all the others. Phrenology would at first seem to contradict this idea, since it teaches that each faculty of the mind has a separate and distinct part of the brain as its special organ. Theology teaches us that the will presides over, controls and energizes all the various organs of the mind and the brain, and is itself disciplined and developed like any other of the human powers, so it matters not what faculty of the mind or what organ of the brain be legitimately exercised, it will of necessity contribute to the general result of a higher development. Thus we have a right to expect that

systematic training of any of the nobler powers of man, whether physical or intellectual, must aid in the process of education, and the more varied the training, the more perfect and complete must be the development of the individual. The ancient Greeks and Romans taught the highest development of the body. We have been equally ambitious of developing the mind. They educated men, strong, vigorous and athletic. We educate intellect, active persons and short lived.

Of the evils of our American system we have already seen enough, and are fully prepared for a new era in which the physical and intellectual shall move together in harmonious and symmetrical development.

Amherst college has already led off on the new system, in the establishment of a regular professorship of Physiology and Hygiene, making a daily exercise in the gymnasium (which is marked the same as a recitation,) an essential part of her college course. The Boston Board of Education have just created a department of Physical Training. Others will no doubt soon follow. We shall then secure a higher physical organization, giving permanent, uniform and vigorous health. With uniform good health, there will be a more steady and uniform progress in education.

More permanent health with its natural increase of energy and power, should alone be sufficient reason for adopting in all our schools, a system of physical training. Still, there are many other advantages not less valuable.

As a means of discipline, it will be found of great value. In calisthenic exercises we can often get the attention of many thoughtless pupils who would be stoical to all other attempts at interesting them, but having acquired this power in one exercise, we may soon transfer it to others of a more intellectual character.

Physical training also imparts self-confidence, self-reliance and courage. In a gymnasium, a boy who is elsewhere very distrustful of himself will soon find he is growing stronger, and will see that what others can do, he can, and

thereby gets confidence and courage for other and higher attainments.

Physical training, if made a means of discipline, will cultivate the habit of self-government, and thereby impart an ability to control the passions and resist temptation.

In a word, physical training in our schools may be expected to produce more vigorous and energetic pupils who will be more easily disciplined, more easily governed, and become better students and better men and women, with a large increase of the duration as well as the probabilities of life.

For the Connecticut Common School Journal.

THE PROMISE.

"Where is my weary labor's dear reward?
Where the fair fruit my soul hath longed to taste,
From vines my hand hath planted, and with tears
Oft watered in the secret hour of night?
Is all my striving naught? Hath hope in vain
Sung her charm'd melody to list'ning ear?
Ch! for some comfort more than earth can give,—
Some sweet assurance that my gracious Lord
My poor endeavors for His sake hath marked,
And, in His loving-kindness, blessed!"

Such was the human, trembling, pleading cry
That inarticulate went up to Heaven
In that lone, self-communing hour, when hearts,
In suppliance, await the still descent
Of two most holy angels, Faith and Prayer.

Then slowly and with reverence, but sad,
And burthened with my much unworthiness,
I drew the Sacred Volume from its place,
Longing that in its hallowed, priceless store
Some treasure might be found for souls like mine,
Some token rare that bore my master's name
And meant indeed for me,—an amulet
To bind upon my heart and bid it rest,
And be at peace.

Now, lo, upon my downcast eyes there fell
 The simple touching story of the child
 Whom Jesus called, and "set him in the midst,"
 And bade proud, wondering men behold, and said—
 "Except ye be converted and become
 A little child, ye cannot enter Heaven.
 Yea, whoso'er receives these little ones,
 And doth it for my sake, receiveth me."

Then, instant, with a voice of tenderness
 The Spirit whispered to my humbled soul,—
 "Poor heart, look up and list to Jesus' word!
 Didst thou not sit among thy little ones,
 And all the day didst teach, and guide, and love,
 And pray for blessing on their guileless heads?
 Didst thou forget that Jesus sat there too?
 That in thy teaching, labor, love and prayer,
 'Thou didst it unto Him'—and His reward,
 Full, rich and glorious shall be thine at last?"

Then Peace made her abode within my heart,—
 And Hope repeated—"Weary heart, look up!"—
 And Angel Faith beamed on me with sweet eyes
 And fanned me with her wings,—and so I slept.

But all night long such visions blest my sight
 My spirit seemed its cumb'ring clay to leave,
 And, disembodied, saw the Lord in light;—
 And there before Him, a cherubic band,
 E'en my own little ones, in robes of white,
 Joined the wide-echoing chant, "Thrice Holy, Lord!"
 Which rang from golden harps thro' all the host.
 Thus was fulfilled the Saviour's word on earth,—
 "For lo! their angels ever more behold
 My Father's face in Heaven."

J. G. E.

TEACHING POWER.

HE who teaches without carrying the scholar's understanding along with him may well be compared with a mere machine—a wooden man—passively sitting by, while the child-

ren read or repeat words which they do not understand.—I often ask myself—Is this teaching? Can there be such a thing as teaching without learning? What does this teacher teach? What do the children learn?

To what are we to attribute the restlessness, the stupid ignorance, coupled with irritated feelings, which prevail in many schools, and which breaks out into uproarious and ungovernable exultings when schools are dismissed, and the unnatural restraints upon their physical powers are removed? Must not the greater part of it be justly attributed to the dull, uninteresting, unintelligent, and unquickening mode of conducting school work? I do think so.—Enter a school where a different course is pursued, where life is thrown into the work, and light is thrown upon every thing taught. How different does every thing appear? Teaching there is a thing of pleasure. School-work is a work of life. All exercises are entered into with anxiety and animation. What makes this very distinctive difference between these two classes of schools? The difference is traced to their respective teachers. The teacher of the one drags his scholar on, but leaves his mind behind; that of the other moves as he moves his scholar; the one is satisfied with bare recitals, the other with nothing short of an understanding effect; the one—the sterile dry-bone teacher—sticks to his text as a bad swimmer to his corks; but the other, as he opens up his subject, with intelligent simplicity, opens up also the pupil's mind to receive as he gives; the one fills the mind with an undigested *cram*, mixed with crudities and blunders, the other ever keeps in view the enriching of the mind with truths, clearly and practically understood—looking through all his labours to the end, where pictures to himself the intelligent mind—the observing reflecting man, distinguishing himself amidst the multifarious activities of life.

Experience is daily showing, and with a clearness daily increasing, that scholarship alone cannot make a thorough teacher. That it does is a fallacious notion. We continually find teachers, who possess much knowledge, with but very little power of communicating it to others, or developing the

mental faculties. None can be a good elementary teacher who wants natural aptitude for the profession. With moderate attainments and teaching skill, a man makes a far better educator than the man of high attainments who wants this special qualification. Thus we sometimes hear it paradoxically, but truly observed of some, that they *teach more than they know*. They may not themselves actually impart a large amount of knowledge, but so thoroughly do they train the minds of their pupils, and strengthen their faculties, that they become accustomed to that independence of action, that self reliance, and habit of reflection and search, which is the grand end of all education, that they at last far outstrip their educators in erudition and general knowledge.—Scholarship we must have, technical knowledge cannot be wanted; but *teaching power stands first*. This high qualification is one, we admit, not easily acquired; but it is one at which every teacher should aim, since without it he can never be a successful educator. And though the few only have this teaching gift in a superior degree, yet the many may have it in a degree favourable to efficient teaching.—Let us examine this subject a little more closely.

The first great object to be sought in education is the cultivating and developing of the several powers of the mind. Accomplishing this all the knowledge afterwards communicated is more readily received, more easily understood, and more permanently retained. A thorough knowledge of what is taught is the next grand point. If this be perseveringly and skillfully acted upon, instead of the work of replenishing the mind with truth being tedious, and uninviting, and the progress slow, the interest of the scholar will be excited, his mind expanded, his understanding improved, his judgment informed, and the whole active powers of his mind be called into healthful and continuous exercise, and rapid improvement, and a vigorous growth of intellect, will be the result.—Rightly to *prepare the mind for receiving instruction*, as well as how effectively to impart information, is another essential point to be aimed at. This the skilful teacher keeps ever in view. He studies how, by a proper course of training, to

rouse and quicken the dormant faculties of his pupil, exercise and strengthen his mental powers; how to eradicate errors, prevent the forming of incorrect or false impressions; and how most profitably to communicate truths and establish principles. Of these objects he never loses sight, in any one stage of his pupil's advance.—We speak our full conviction when we say,—“This is the true way to call into play the bud of genius, rouse the energies of the scholar into operation, and give to our schools the actualities of sound enlightened teaching.—Now we ask, can this be done without a system, in which there are embodied the principles of energetic teaching and disciplinal skill? In school keeping, as well as in business, energy, skill, aptitude, are the great things—the *primary mainsprings*, which alone can ensure success. There must be the *ferret opus*—the *ars institutionis*. *We must not only strike the iron while it is hot, but strike it till it is made hot, and show skill in every blow.*—There must be skill and thoroughness with the teacher, and also earnestness with the scholar. Whatever the one undertakes to teach, he should be able to teach to its core, and the other to dwell upon it, till he makes it his own.—Smiles writes in his work—‘Self-help,’ “Whatever a youth learns, he should not be suffered to leave it until he can reach his arms around it, and clench his hands on the other side.”—“I resolved,” said Lord H. Leonards, “when beginning to read law, to make every thing I acquired perfectly my own, and never go to a second thing till I had entirely accomplished the first. Many of my competitors read as much in a day as I read in a week; but at the end of twelve months, my knowledge was as fresh as the day it was acquired, while theirs had glided away from recollection.”—*Extract from an article in the Canada Journal of Education, by John Bruce, School Inspector.*

HEELS AND HEADS.—If a girl thinks more of her heels than of her head, depend upon it she will never amount to much. Brains which settle in the shoes never get much above them. This will apply as well to the masculine as the feminine gender.

OFFICIAL DEPARTMENT.

ANSWERS TO QUESTIONS ON THE SCHOOL LAWS.

Question, No. 3. "Is there any law in the State which makes it the duty of the district to fix a rate of tuition?"

Answer. The school law, page 26, par. 74 of compilation of 1860, provides that "any school district may fix or authorize its district committee to fix a rate of tuition." This section is evidently permissive, and not obligatory; for the law in a previous section, page 18, par. 46, provides that the district shall be holden to pay the wages of teachers, and gives every school district power to lay taxes for the payment of teachers' wages, and for all other purposes necessary for establishing and conducting schools. More than two hundred and fifty districts in the State have made their schools entirely free under the above provisions of the law.

Question, No. 4. "Is it necessary for the district to instruct the committee, to make a tuition bill legal?"

Answer. The only provision of the law relating to rates or tuition bills, is found in the paragraph referred to above, page 26, and the amendment following. In this section, power is given to the district, to fix a rate of tuition or to authorize its committee to fix such rate. No authority is given to the committee to make out a rate or tuition bill, without a vote of the district.

Question, No. 5. Can a district legally obtain abatements from the town, if the tuition is made out in the old way?

Answer. By "the old way," is probably intended in accordance with the school law as found in the revised statutes, compilation of 1854, page 436.

As this law was repealed in 1856, no school bills, since made out in accordance with it can be legally collected, or abated by the town board.

DAVID N. CAMP,

Superintendent of Common Schools.

NEW BRITAIN, Jan. 15, 1860.

Resident Editor's Department.

WHAT WE WANT.

It will be admitted by every one at all conversant with Educational matters for the last score of years, that many improvements have been introduced into our school systems and that much progress has been made in the cause of popular education. As results of the efforts of the past we have better school-houses, better teachers, more and better text books, more of general interest and coöperation on the part of the people. As a whole we feel that those who have been active for the last twenty years may justly feel that their labors have not been in vain. If the results have not been all that could be desired we feel that they have been as great as could reasonably be expected. The educational Rubicon has been passed. The car of education is fairly in motion. It becomes the duty of those now controlling it to see that its progress be accelerated to as great a degree as may consist with prudence and safety. Let us briefly consider some particulars by which we may help onward the good cause within our own state,—so that on our Educational Railroad there may be no unpleasant collisions, no misplacing of “the switches,” no running from the track, no explosion of the locomotive.

1. *We want intelligent, earnest, and decided men as School Visitors.* The office of School Visitors is an important one and we rejoice that so many good men are to be found, in various parts of the state, who are willing to accept it and do so much for the schools. They often labor under very discouraging circumstances,—their best efforts opposed by those for whose good they are made. It may almost be said of them, that they go to “warfare at their own charges,”—

and are not unfrequently "wounded in the house of their friends."

One of the first and most important duties of School Visitors is to examine and approve, or reject, teachers. We fear the magnitude of this duty is not always properly realized. Rightly regarded and performed it is a great step in the true direction,—wrongly viewed or indifferently performed it may, and will, prove a curse to our schools. We shall all admit that the superintendent of a railroad has momentous duties entrusted to him. A lack of care, prudence and judgment may prove disastrous indeed. The selection of an ignorant or reckless engineer may speedily result in the most disastrous consequences to life and property. All will admit this. And, we would ask, are not the interests committed to the care of teachers as important as those intrusted to the men who control the "iron horse" upon our railroads? It is true that a mistake of the latter may cause a greater sensation, but a mistake of the former may prove more serious and permanent. The effects of the latter extend to life and property, those of the former to the undying mind. As, then, it is for school visitors to say who shall take charge of our schools, we must readily see that they have a very weighty responsibility to assume. A mistake at the outset will prove a serious error all through. School Visitors, then, should examine with care and approve only when they have clear ground for doing so, and not merely to gratify some friend, or to favor a niggardly low rate of compensation.

After a teacher has been duly selected and approbated he is entitled to, and should receive, the hearty support and coöperation of school visitors. So long as he is allowed to remain in the school he should always be treated kindly and deferentially. If he errs let him be counseled as by an "elder brother," but never treated as a mere underling,—or as one who is entitled to no plans or opinions of his own. If he is a true teacher he must make his own arrangements and teach in his own way. If he cannot succeed with his own plans he will not be likely to with those of others.

Again: school visitors can and should secure a unifor-

mity of text-books. The law requires it;—the best good of the schools demands it;—and yet in many places the duty is not performed as faithfully as it should be, from the fact that parents so often oppose all efforts in the right direction.

We rejoice that there are so many excellent and faithful men among the school visitors of our state. Most of them entertain correct views and are disposed to have school matters conducted about right,—but they find so little true sympathy and coöperation on the part of the people that they, not unfrequently, feel compelled to refrain from “doing the good they would” and thus, sometimes, allow the “evil they would not.”

We want good teachers. We cannot reasonably expect much progress without good teachers. By good teachers we would not be understood to mean such as can “pass an examination,”—nor such as excel in scholarship. We want earnest and devoted teachers;—men and women who fully comprehend the true mission of the educator and who are thoroughly imbued with the spirit of the true teacher. We want those who will not only devote the allotted time to faithful labors in the school room, but who will also improve every suitable opportunity for making themselves felt for the good of the cause outside the school room. We want the schoolmaster not only in the school room but in a true sense we want the “schoolmaster abroad” and his influence felt for good throughout the community.

How can school visitors and teachers coöperate for the good of the schools?

1. *By meeting occasionally for mutual consultation and improvement.* At such meetings let existing evils and difficulties be considered and means for their removal be discussed. Such meetings rightly conducted may do much good. Each individual may be made the recipient of some good,—each may impart some valuable hint to others. Could not an evening, monthly, be most profitably spent in this way?

2. *Meetings of parents and citizens.* Let these be held in each district. Let them be attended by school visitors, teachers and parents, and made the occasion for free

interchange of feelings and views. Let existing evils be pointed out, such as irregular attendance, tardiness, variety of text-books, want of parental visits to the school room, &c. &c. The benefits that would result from such meetings would be many and great. Will not school visitors and teachers give attention to these suggestions and thus do what they can wisely to accelerate the "car of education" in its onward progress?

PARENTAL INDIFFERENCE AND CAPTIOUSNESS.

WITHOUT the zealous coöperation of the community our schools can never reach that high point of excellence to which it was the design of their friends and founders to carry them. The pride and enthusiasm of society should be fully awakened, and continually manifested in their favor. When this is the case a spirit of emulation is roused among teachers and scholars, and new life and energy pervade and animate the whole system.

Nothing can be more unjust to the public schools than complaint without investigation, condemnation without a hearing. Sweeping and indiscriminate denunciations can have little or no foundation in truth. Much of the clamor against them is based upon ignorant prejudice, and the hostility of narrow and selfish minds. If parents, instead of listening to the often frivolous and exaggerated statements as to their management, would visit the schools themselves, they would find that, in many cases, where there has been no benefit or advancement on the part of the pupil, the fault has been, not in the teacher, or the system of government, but in the loose rule at home, the absence of all parental restraint, and the consequent want of sympathy and coöperation in any regular plan of instruction and government. Parents should feel that a common school is a place of discipline and authority. That to enjoy its benefits, they must conform strictly to the laws necessary for its successful management. If parents encourage or wink at the frequent absences and delinquencies of the pupil, why should they complain, if, at the end of the session, no proficiency has been made."

Memphis School Report.

FREE SCHOOLS.

[We commend the following very sensible remarks, which we take from the printed school report of the city of Memphis, to such as oppose all efforts to have our public schools supported by a property tax, and thus made *free* to all.—RES. ED.] ✓

WE occasionally meet intelligent men in our own city, who seriously question the justice and expediency of those laws which impose a tax upon the property of one man to educate the children of another. No man presumes to doubt the policy of that system of taxation which is essential for the administration of the criminal justice of the country, and which keeps in employment a police force to guard the life and property of the citizen in the broad light of day, and through the still watches of the night. And yet, is not the policy, which through the conservative influences of education anticipates and *prevents* crime, wiser and more economical than the one which waits for its commission, neglects and discards the moral forces of society, and then incurs an enormous annual outlay by resorting to the terrors of the code and the penitentiary for its *punishment* and correction? Is it not better to build school-houses in every ward of our city, and place there sentinels of truth and knowledge, who, by early, constant, and wholesome discipline, will prepare the minds of our youth for the useful and honorable employments of life, and rouse their natures to generous and heroic self-sacrifice in the race of virtuous conduct, than to station a police-man in every nook and alley, and adorn our squares with houses of reform and *fine* specimens of prison architecture? Our school teachers will constitute a *moral* police stronger than all the myrmidons of the law. We are not so romantic as to suppose that education will altogether arrest the march of crime, but that it will be greatly diminished, as the moral and intellectual tone of the community is raised, no longer admits of question among the most enlightened teachers and legislators. In this connection, we will introduce a brief extract from a recent school report of the Board of Education of Chicago:

"In 1847, 1,122 persons were convicted of crime in the several counties of the State of New York. Of these only six were reported as well educated, and only twenty-two as having received a common school education. In 1848, 1,345 persons were returned as criminals in the same State. Of these, ten were reported as having a good education, and only twenty-three as having received the advantages of common schools. For nine consecutive years, in the same State, from 1840 to 1849, inclusive, 27,949 persons were returned as having been convicted of crime; and of these, 128 were "well educated;" one-half of the remainder could only read and write; and the balance, 13,112 were entirely destitute of any education whatever. The same is true of other States, and the history of criminals, wherever found, presents the same dark picture for our consideration."

It is not our desire to enter upon the broad and beaten field of argument upon this question. But we know that insidious efforts have been made, and will continue to be made, to break down the free school system; and it behooves every friend of that system to have a constant and vigilant eye to its stability and support. Free schools with us have become a daily necessity, and, in spite of occasional clamor, are deeply interwoven with the hopes and sympathies of a large portion of the community. Nearly five hundred children are educated from year to year in these schools, which, but for them, would perhaps receive no education at all. Let us suppose five hundred human beings thrown annually upon society without a single idea derived directly from a book or a newspaper, and many of these without the advantages of home discipline, and that too in a popular representative government. Can it be the interest and policy of our citizens to encourage such a condition of things, and to deny the boon of knowledge to so large a number of those growing up in our midst?

In reading over some of the New York school reports, we lately met with a speech of the Hon. Wm. W. Campbell, Judge of the Superior Court, delivered on the occasion of an inauguration of a school building in one of the wards of the city, from which we give the following extract:

"In a country like ours the cause of education is of vital

interest. The spirit of our institutions makes every man a ruler. Questions affecting government, and individuals, and communities, are brought directly before him for his decision. In the exercise of his power as a freeman, in the use of his elective franchise, he disposes of peace and of war; overturns one party and sets up another, and thus aids in directing and controlling the march of empire. He becomes thus all-powerful for good or for evil. He may not wield the sword, but he wields the greater power—the power which directs and governs the sword. The ballot which he holds in his hand falls it is said—

“as still
As snow flakes fall upon the sod;
But executes a freeman's will
As lightning does the will of God.”

“How important that he should be educated. How necessary that he should be familiar with the history, the policy, and the interests of his country. The child must be educated so that the republic suffer no harm from the ignorance of the citizen. The property of him who has no children to educate is taken for the education of the children upon the same principle that it is taken for the support of government and to sustain the administration of justice. It is for the benefit of the Commonwealth, as it is used to render life and liberty, as well as property itself, more secure. This I understand to be a great and cardinal principle of American progress. How far it is consistent with this great principle to clothe with equal power great masses of ignorant men who have grown up to manhood without education and without experience in liberal institutions, must be considered at other times and in other places. We are here to rejoice in the education of the children of the Republic. May the time arrive, and that speedily, when every man and woman in the whole land shall at least be able to read and write. May we always remember that the power of a country grows and strengthens with the growth and education of the people.”

THE TEACHER NEEDS FAITH.

IN no profession or department in life, is that “faith which overcometh the world” so much needed as in ours. Looking first at the work itself, the vast amount of ignorance and evil in existence, and the “process slow of years” by which

it must be accomplished, the difficulties to be met, and we need faith in *ourselves* to allow us to undertake the work.

Single handed we can do but little;—we must have the coöperation of other earnest souls; we need to know that there are some who sympathize with us; who, though not of us, are yet co-laborers with us in our great work. But more than this confidence in self or in mankind, does the true teacher need faith in God. That he himself shall be taught by the Spirit; that the strength he lacks shall be supplied from the Fountain of all good. As he watches the tardy growth of the seed he endeavors to sow, he must faint if not assured that it is "God who giveth the increase." Seeing, as he must, evils beyond his reach, disheartened at the thought that with his most earnest efforts, he can do but a small, imperfect work, he needs to know that the work he does is in the hands of his heavenly Master, but a small portion given him, and with it a promise of strength and grace; the knowledge, yea, and the strong abiding belief that God holds in His own hand the remedy for all evil, and in His own time will use it.

But aside from the anxieties of his work, the teacher must often feel, in himself, a great want which nothing but this strong unyielding faith can satisfy. The more engaged in his work, and devoted to its interests; the more drawn out of and away from himself; the more he feels the need of some one to keep watch in his own heart, to preserve its purity, to perfect its devotion and singleness of purpose.

The teacher needs confidence in himself, but there are times when his heart fails; he needs faith in his fellow men, but these may prove false when he most relies upon them, and naught but a living faith in the unchangeable God can supply his want, and renerve his soul for the conflict.

HUMBOLDT said ten years ago, "Governments, religion, property, books, are nothing but the scaffolding to educate a man. Earth holds up to her Master no fruit but the finished man. Education is the only interest worthy the deep controlling anxiety of the thoughtful man."

For the Common School Journal.

AN INCIDENT.

MANY years ago, when our schools were mostly governed by the fear of the birch, old Master G—— was teaching in what had long had the reputation of being a "hard school." Some dozen of large boys apparently came for no other purpose than to make a disturbance. Mr. G. was an experienced teacher, and well versed in the study of human nature. He soon discovered who the ringleaders were, and made a strong effort to conquer them by kindness. But it all seemed to be in vain. None of his earnest appeals to their sense of right, none of his constant and varied expedients to interest them in study, seemed to make the least impression for good. The only result was, a more bold opposition to the rules, and more apparent pleasure in annoying their teacher by all the thousand ways which such boys can invent.

Mr. G. had borne long with them, but patience, at length, had had "her perfect work." He came to the conclusion that Solomon's remedy *must* be vigorously applied, or his school would certainly be spoiled. The crisis soon came, and the punishment was duly administered. Two or three of the ringleaders, in an unexpected moment, were severely chastised, and the reins of government were tightly drawn. Consternation reigned among the larger boys for a few days. They were evidently astounded that any one should attempt to govern them; but as the teacher showed no signs of relaxation, they soon settled into an orderly course, and during the remainder of the term their deportment and improvement were both commendable.

As was usually practiced in the olden time, the punishment was inflicted in the presence of the whole school. That evening, little Mary White was rehearsing at the fireside the events of the day,—not omitting of course, the "whipping." She was cautioned to be very careful lest she should be punished, too. Looking up into her mother's face, she exclaimed with great earnestness, and with childish simplicity:

"Ma, Mr. G—— won't hurt ME!"

Long years have passed by since then, and that teacher's head is now silvered with age, and his feet are tottering on life's verge. Fifty-eight winters he has earnestly labored in the school-room as a teacher, and yet he considers these few simple words the highest compliment he ever received. Whenever he speaks of that little incident of his school-life, his eyes flash again with their youthful fire, and his face beams with its olden earnestness.

Teacher, toiling from day to day in some back-woods district, with scarce one friend near thee who can feel thy trials, learn from this little incident a lesson that shall be of use to thee in thy pilgrimage. Guide thy charge into the true path by gentle means if thou canst, but if not, resort to severer ones; for if thou wouldest truly succeed, *govern thou must*. Learn, too, to win the confidence of thy pupils, by thine own consistent character. So shalt thou prove a rich blessing where thou toilest, and be richly blessed in return.

S. J. W.

WESTFORD, Conn., Nov. 26, 1860.

MANUAL EXERCISES.**

TEACHERS, and especially those who have charge of primary and intermediate grades, will find it conducive to the happiness and quiet of their pupils, to devote a few minutes daily to some manual exercises in which all may take part. It will relieve them from the usual monotony of school-room exercises, and make discipline more easy. Such exercises will also be promotive of health. After a little careful practice, they will, with remarkable precision and readiness, assume the position as the teacher calls the number. Let perfect attention and promptness be required. Two sets of these ex-

* Those who may wish to pursue a more systematic and extended course, will find some excellent models in a little work prepared by Miss Beecher, and published by Messrs. Harpers, New York. It may be procured by mail for 50 cents. It is entitled "Calisthenic Exercises."

ercises follow, and the teacher can add, change, or extend, as circumstances may render desirable.

SET No. 1.

1. Sit erect.
2. Fold arms.
3. Extend right hand.
4. Extend left hand.
5. Extend both hands, in front.
6. Clap three times.
7. Place right hand on head.
8. Place left hand on head.
9. Raise both hands perpendicularly
10. Clap twice.
11. All rise—without noise.
12. All face the north.
13. All face the east.
14. All face the south.
15. All face the west.
16. All sit, quietly.
17. All take slates (or books,) without noise.

SET No. 2.

1. Hands clasped and resting on edge of the desk.
2. Sitting erect, arms folded,
3. Arms folded behind.
4. Ends of fingers resting on shoulder.
5. Fingers meet on top of the head.
6. Palms of the hands meet above the head, with one clap.
7. Arms folded on the desk, head resting on them.
8. Arms akimbo, hands on the hips, fingers towards each other.
9. Right hand extending, left hand on the hip.
10. Reverse the preceding.
11. Both hands extended horizontally.
12. From the 11th position, hands brought up perpendicularly, fingers shaking.
13. Soft part of the ends of the fingers tapping on the desk, imitating the sound of rain.

14. Hands twirling one over the other, then brought suddenly to the desk with a noise.
 15. Right hand extended, left hand on breast.
 16. Reverse the preceding.
 17. Both hands crossed on breast.
 18. Arms extended forcibly and carried back.
 19. All rise.
 20. All sit.
 21. Assume a devotional posture,—hands on the face, and head bending upon the desk.
 22. Study lessons.
-

ENCOURAGEMENT.

WORDS of encouragement! What a magic influence they often exert upon those to whom they are addressed! How many a desponding heart has been cheered and re-animated by a few words of commendation kindly spoken by some friend, and, alas, how many have been left to despair from the want of such words fitly spoken! In all classes and in all situations may be found those to whom such words will prove like “apples of gold in pictures of silver.”

But it is for teachers and pupils that we would plead for words and acts of encouragement. Let parents strengthen and animate the teacher by kind words and friendly deeds, and they will find their reward in the increased interest and improvement of their children. Let school visitors utter words of cheer to the teachers under their supervision, and they will accomplish far more than by assuming the position and manner of mere supervisors, whose only aim is to seek for and expose defects.

And then how much do the young need encouragement. They are required to learn lessons and to perform exercises the true object and advantage of which may not be obvious to them at the time. They must often walk by faith rather than by sight, and kindly words from a faithful teacher will often animate and inspire them. Especially do the dull need

encouragement. Many there are whose minds work slowly. A sharp or severe word disheartens such, while a kind one will quicken and stimulate them.

A certain teacher had, among her pupils, a little girl who was exceedingly backward. She was at the bottom of the class and appeared perfectly listless and stupid. The teacher noticed, during the singing exercise, that this girl had a very clear and sweet voice, and said to her very pleasantly, "Jane, you have a good voice and you may lead in the singing." From that time her mind seemed more active, her lessons received attention and she made steady progress. Soon after this her teacher said to her:—"Well, Jane, you are getting along very well at school. How is it that you do so much better now than you have previously done?" "I do not know," said Jane. "I know what she told me," said one of her mates, who was standing near. "And what was it?" asked the teacher. "Why, she said she was encouraged." Yes, that was the true secret; she was encouraged and felt that she was not hopelessly dull. She felt that she could do *something* well, and she was stimulated to do more.

Teacher, can you not learn a lesson from this and try to arouse and quicken the intellect by kind and cheering words? Give your pupils credit whenever you can, and allure them by hopeful words. A genial smile or an approving remark has awakened into new life and activity many a slow learning pupil, while constant fault-finding or ungenerous sarcasm has, by closing all avenues to the heart and intellect, produced permanent dullness and stupidity. Then do not forget to utter WORDS OF ENCOURAGEMENT.

A thousand years ago a little star sent forth a ray of light. Last night it reached the earth, and gladdened a million hearts. So the true teacher, the true philanthropist may to-day start a ray of light that will flood the minds of millions in years to come.—*Amend.*

NAMES OF THE MONTHS.

PROBABLY there are many among us who do not, and yet would like to know from whence the months of the year derived their separate names;—then listen and we will try and give you the desired information. You must surely know that the names of the months were given by the Romans—and that their origin is, consequently, very peculiar. They are as follows, viz: January, the first month, which was so called from *Janus*, an ancient king of *Italy*, who was deified after his death. The word was derived from the Latin word *Januaries*.

February, the second month, is derived from the Latin word *Februo*, to purify; for this month the Romans offered up expiatory sacrifices for the purifying of the people.

March, the third month, anciently the first month, is derived from the word *Mars*, the god of war.

April is so called from the Latin word *Aprilus*—i. e., opening: because in this month the vegetable world opens and buds forth.

May, the fifth month, is derived from the Latin word *Majores*, so called by *Romu's*, in respect toward the senators: hence *Maies* or *May*.

June, the sixth month, from the Latin word *Junius*, or the youngest of the people.

July, the seventh month, is derived from the Latin word *Julius*, and so named in honor of *Julius Cæsar*.

August, the eighth month, was called in honor of *Augustus*, by a decree of the Roman senate, A. D. S.

September, the ninth month, from the Latin word *Septem*, or *seven*, being the seventh from March.

October, the tenth month, from the Latin word *Octo*, the eighth, hence we have October.

November, the eleventh month, from the Latin word, *Novem*, nine, being the ninth from March.

December, the twelfth month, from the Latin of *Decem*, ten, so called because it was the tenth month from March, which was anciently the time of beginning the year.

Selected.

STORY FOR YOUTH.

TRUE COURAGE.

I was sitting by a window in the second story of one of the large boarding-houses at Saratoga Springs, thinking of absent friends, when I heard shouts of children from the piazza beneath me.

"O yes! that's capital! so we will! Come on, now! there's William Hall! Come on, William! we're going to have a ride on the circular railway! Come with us."

"Yes, if my mother is willing. I will run and ask her," replied William.

"Oh! oh! so you must run and ask your ma! Great baby, run along to your ma! Are n't you ashamed? I did n't ask my mother."

"Nor I, 'Nor I," added half a dozen voices.

"Be a man, William," cried the first voice; "come along with us, if you don't want to be called a coward as long as you live;—don't you see we're all waiting?"

"I leaned forward to catch a view of the children, and saw William standing with one foot advanced, and his hand firmly clenched, in the middle of the group. He was a fine subject for a painter at that moment. His flushed brow, flashing eye, compressed lip, and changing cheek, all told how the word 'coward' was rankling in his breast. 'Will he indeed prove himself one, by yielding to them?' thought I. It was with breathless interest I listened for his answer; for I feared that the evil principle in his heart would be stronger than the good. But no.

"*I will not go without asking my mother,*" said the noble boy, his voice trembling with emotion. "I am no coward, either. I promised her I would not leave the house without permission, and I *should* be a base coward, if I were to tell her a wicked lie."—*Selected.*

GOVERNMENT OF THE LITTLE ONES.

TEACHERS complain of it. It is so difficult, so tiresome. Children are always so restless, so noisy. You can not keep them quiet and orderly; they will be mischievous and full of tricks.

Well, such is their nature—so it should be. Look at those young

innocent lambs in the pasture ; see them hop, skip and gambol on the green. See those little velvet kittens, how quick, how agile their motions. What tricks they play off on that sober, dignified old pussy, that sits watching them with half-closed eyes. Here is life and vivacity, and would you check it?

So with the little ones in the school-room. The springs of their young, fresh life are in full play ; the blood goes leaping, bounding through their veins ; their little hearts beat strong and fast. And they will be active ; they must whisper, must laugh. Now, how are you going to control them?

Little mischievous blue-eyed May laughs out loud. Confused, frightened, she looks up at her teacher, marks the stern look, the dark frown ; knows the dreaded punishment awaits her. The rod is applied ; the little rosy palm grows rosier under the blows, the blue eyes fill with tears ; the merry heart heaves with broken sobs. All life, all joy, are fled ; the bright little fairy is now a sobbing, grieving, tearful child.

Well, sober May don't laugh out loud again. O no, her hand still tingles with pain. She is quiet and orderly ; you don't have to speak to her again ; you have conquered her for that day. But what won your victory ? Fear ; fear of that stinging rod. Dread, fear, resentment fill that young innocent breast.

"Well, what must we do!" you ask ; let them riot in confusion ; let them laugh and talk as much as they please?" By no means. But rule them by love. Call laughing, merry May to you. You are hearing a recitation ; let her stand by your side, put your arm round her waist, smooth her golden curls ; by and by when leisure comes, talk with the little one ; tell her how sorry you are, how it pains you to see her do wrong ; tell her how you want her to be good and gentle and obedient. And her mamma, tell her how bad she would feel to see her sweet little May a naughty girl. Yes, and one other name, whisper that too in her ear ; tell her that Jesus grieves over her when she is willful and disobedient, and only blesses her when she is good. That young heart will open at those words ; those bright eyes will fill with tears ; not tears of sorrow, but pure drops of love. Now, obedience will be easy, for you have won her affections ; she will fear to displease you, she will long for your approval and rejoice in your smiles. Thus a nobler victory will be yours, not won by fear and dread, but the victory of love.—*New York Teacher.*

MISCELLANY.

ORIGIN OF WORDS:—Continued.

Black-guard. We have seen two accounts of the origin of this word. One is, that the Horse Guards at their parade in St. James' Park, were attended by a number of ragged, filthy and roguish boys, whose only employment was in blacking the boots of the soldiers. These from their constant attendance at the times of Guard meeting, received the title of "Black-guard."

Another explanation is this. In the removal of a great household from one estate to another, the lower servants were required to ride in carts, in which the pots, kettles &c., were conveyed, for the purpose of guarding or protecting these articles. Hence, they were called *black-guards*. We apply the word to a class of persons far below either of these indicated.

Sincere. This word loses none of its force when we consider its origin. It is from two Latin words, (*sine-cera*,) meaning, literally, *without wax*. This may refer to pure honey, or honey separated from the wax, or comb. Some one has considered it as referring to the best articles of cabinet ware,—those which are made from sound material in which there were no defective parts to be filled or covered with wax, previous to applying the paint and varnish.

Benevolent. From two Latin words, (*bene* and *volo*,) meaning, to *wish well*. *Beneficent*, is from *bene* and *facio*, signifying to *do well*. These words are often used interchangeably as though meaning the same. From their origin, we may see there is quite a difference in their true signification.

Tariff. Tarifa was a Moorish name for a fortress on a southern promontory of Spain, extending into the Straits of Gibraltar, and commanding the entrance to the Mediterranean Sea. From Tarifa, the Moors, during their dominion in Spain, were wont to watch merchant ships, and levy duty on merchandise carried in them. Hence, our word *tariff*.

Candidate. This is from the Latin, *candidus*, meaning white. Among the Romans, says Trench, those who intended to offer themselves to the suffrages of the people for any important office, presented themselves in a *white toga*, and such were called *candidati* or *candidates*. If all office seekers in our times were required to dress in white, our streets would present quite a gala-day appearance.

Dahlia. This much admired flower was first introduced by a Swede, named *Dahl*, and hence we have the name *dahlia*.

TO BE STRAIGHTENED.

The following item appears in an account of the doings of the Common Council in a certain city: "The report of the Special Committee appointed for the purpose of making arrangements for lighting the streets with the Gas Company, was postponed to the next meeting of the Council." If gas companies are ever used for illuminating streets, we may readily account for the absence of light, or the prevalence of darkness in some of the streets of certain cities.

A gentleman in passing across the play-ground of a public school, was insulted by the boys, and was advised to make complaint to the teacher, which he did thus: "I have been abused by some rascal on these premises and I have come to inform you as I understand you are the principal."

Parasol. "A protection against the sun, used by ladies made of cotton and whalebone."

Straps. "An article worn under the boots of gentlemen made of calf skin."

The following resolution was recently passed by the Common Council in a certain city:

Resolved, "That hereafter the churches that have bells that are rung, be rung at the same hour for morning and afternoon services."

A western paper says: "A child was run over by a wagon three years old and cross eyed, with pantalets on, which never spoke afterwards."

Over the entrance to a bridge in Athens, Ga., is the following: "Any person driving over this bridge in a pace faster than a walk shall, if a white person, be fined \$5; if a negro receive 25 lashes,—half the penalty to be bestowed on the informer."

The following Resolution was passed a few years ago by one of the State Legislatures:

"Resolved,—That A. B. and others of N., be permitted to enter their petition for a law relating to the planting of oysters in the Secretary's office, any rule or law to the contrary notwithstanding." A very unsafe place for planting the bivalves.

An Exchange in describing a certain public meeting, at Cleveland, says: "The procession was very fine and nearly two miles in length, as was also the prayer of Dr. Perry, the Chaplain."

The following we take from a late New York paper. We place it in the Journal that we may call attention to the use that may be made of it in the school room. The questions which follow the extract will indicate, in brief, the nature of the use that may be made of it. The characters used as abbreviations should be explained.

GENERAL MARKETS.—New York, Thursday, Jan. 3, 1861—6 P. M.

"The reported receipts of the principal kinds of produce, since our last, have been: 41 pkgs Ashes, 3,500 bbls. Flour, 8,850 bushels Corn, 270 bushels Barley, 820 bushels Malt, 5,998 bushels Oats, 322 pkgs Provisions, and 126 bbls. Whisky.

ASHES—Are quiet, at \$4.75 for Pots, and \$5 for Pearls, 100 lbs.

COTTON—is in good demand at buoyant prices, including Middling Upland at $12\frac{1}{2}$ c., do. Gulfs at $12\frac{3}{4}$ c. *a* $12\frac{7}{8}$ c.: other grades at proportionate rates; reported sales, 6,000 bales.

COFFEE—Sales have been reported, since our last, of 180 mats Java at 16 c. *a* $16\frac{1}{4}$ c.; 100 bags Laguayra and 325 bags Maracaibo at $13\frac{1}{2}$ c. *a* 14 c.: and 600 bags Rio at $11\frac{1}{2}$ c. *a* 13 c. lb.

FLOUR AND MEAL—A fair inquiry exists for State and Western Flour,—prices of low and medium grades of which are quoted 5 c. *a* 10 c. bbl. higher.

HAY—Sales 300 bales North River, at 90 c. *a* 95 c. 100 lbs.

HOPS—New continued in limited request, at 24 c. *a* 30 c. lb.

LEATHER—All kinds are inactive, and prices are irregular.

METALS—Continue quiet and generally nominal in price.

MOLASSES—New-Orleans is in demand at 34 c. *a* 38 c. gallon.

NAVAL STORES—Resin is in good request, including common, at $\$1.22\frac{1}{2}$ *a* $\$1.25$ pr. 310 lbs. Tar and crude Turpentine are inactive. Spirits Turpentine is in moderate request at 34 c. *a* 36 c. gallon."

Ashes. What are the kinds alluded to here and for what purposes is each used? What is meant by term "are quiet?"

Cotton. From whence is cotton obtained? How is it raised? What meant by "in good demand," and "buoyant prices?" What by "Middling Uplands," and "Gulfs?"

Coffee. What is coffee and whence obtained? Where is Java? Laguayra? Maracaibo? Rio?

Flour and Meal. What meant by "fair inquiry?" What by "low and medium grades."

Hay. What meant by "North river" hay.

Hops. For what used, and how and where raised? What meant by "limited request."

Leather. What meant by "inactive" and "prices irregular."

Metals. What meant by "quiet" and "nominal" as used above.

A LESSON IN GEOGRAPHY.

MARINE INTELLIGENCE.—New York, Thursday, Jan. 3.

Cleared.

Steamships Jura, (Br.,) Miner, Liverpool, E. Cunard; City of Manchester, (Br.,) Halcrew, Liverpool, J. G. Dale; Fulton, Wotton, Havre, New-York and Havre Steamship Company; Montgomery, Berry, Savannah, H. B. Cromwell & Co.

Barks Numero Drei, (Pruss.,) Tubenthal, Dublin, Funch & Meincke; Ceres, Cook, Norfolk, Post and Small; Zingarella, Bunker, Rio de Janeiro, Aymar & Co.

Brigs Esquimaux, Chisholm, Halifax, Post & Small; Iza, Williams, Trinidad, R. P. Buck & Co.; J. B. Watson, Munday, Laguayra, Dallas & Bliss.

Schooners F. Rogers, Rogers, New-Orleans, N. H. Brigham.

What the difference between "*clearing*" & "*sailing*" Describe the course of a vessel from New York to Liverpool? Where is Havre? Where Savannah? Point out on the map about the course a vessel would sail in going to Havre: to Savannah. What is a bark? Where is Dublin? Norfolk? Rio Janerio? New Orleans? Halifax? Trinidad? Laguayra? Describe the course of a vessel to each of these places and state what you think would be procured as cargo from the several ports named. What is a brig? What is a schooner? &c. &c. What is the difference between a "seaport" town and an "inland" town, and what are some of the advantages of the former over the latter?

LOCAL AND PERSONAL.

COLLINSVILLE. This was one of the first villages in which a graded school was established, and well have the people sustained it. It was for many years under the charge of J. N. Bartlett, Esq., the present efficient principal of the New Britain High and Model schools, under whom it secured an excellent reputation. Mr. Bartlett was succeeded by Wilbur Johnson, Esq., under whose care the school still continues in a very successful and satisfactory condition. A brief call in the several departments gave us very favorable impressions of teachers and schools. In Mr. Johnson's department, we saw one of Gray & Boardman's excellent school pianos, and were

told that it was purchased by money received at two exhibitions given by the pupils. The instrument gives entire satisfaction.

Mr. Johnson is assisted, in different departments, by Misses Alvord, Howard and Crane.

FARMINGTON. Mr. L. Waterman, a graduate of the Bridgewater, Mass., Normal School, has recently been appointed principal of the graded school in this place. He is assisted by Mrs. Waterman, and though the term has but just commenced, a brief visit and the reports of others, lead us to believe that the school is in good hands.

GRANBY. The citizens of this town, especially in the district by the churches, have manifested increased interest in schools.

They have established a higher department in the old academy, and have shown commendable interest in this and the lower schools. The arrangements for the higher department are temporary, and not altogether convenient, but we were pleased to see so large a number of young ladies and gentlemen in this school, and that they were pursuing their studies so successfully.

The lower school was pleasant, and evinced, in the hour we were present, the results of good training. At an educational meeting held in the church in the evening, we were permitted to see a much larger audience than is common in our agricultural towns. We believe some steps were taken, after the public meeting, to form an Educational Association. COM.

BERLIN. The afternoon of New Year's day, was quite appropriately devoted to the dedication of a very neat and commodious school house in Kensington Society, near the depot. The building is two stories high, and sufficiently large to accommodate about 100 pupils. It was erected with an unusual degree of harmony on the part of the people, and is one of the best school houses in the county. The building committee, consisting of Messrs. Cole and Hotchkiss, deserve much credit for the faithful manner in which they discharged the duties assigned them.

The exercises at the dedication were highly appropriate and interesting. The Rev. Mr. Robbins offered prayer, after which, addresses were made by Hon. D. N. Camp, Messrs. J. N. Bartlett, C. Northend, M. Hotchkiss, E. W. Robbins, Rev. Messrs. Washburn, Learned and Hillard, Dea. Goodrich and Mr. N. Porter. Mr. Cole presided at the meeting and made interesting remarks. The Exercises were interspersed with some excellent singing by the Glee class. An original hymn, written for the occasion by Mr. E. W. Robbins, was

sung. Miss Mary V. Lee has been employed to teach in the upper department, and Miss C. Miller in the lower. Of course the schools will be good. Good house, good teachers, good parents will make a good school almost certain.

For the Common School Journal.

WEST HARTFORD. The people of this town are beginning to appreciate the importance of improving their school accommodations, as well as employing the best class of teachers. The several district schools are now under the instruction of teachers who seem to be alive to their work, and a healthy emulation exists between the different Districts. The teachers have commenced holding meetings, in connection with the visitors, for mutual encouragement and improvement.

The old dilapidated school house in the North-West district has given place to a beautiful new house, erected at the cost of \$700. On the evening of the 3d inst., this edifice was dedicated to educational purposes, when the following exercises were had:

- 1st. Singing of an Anthem.
- 2d. Prayer by Rev. M. N. Morris, of the Congregational Church.
- 3d. Address by Rev. E. Cushman, of the Baptist Church.
- 4th. Address by Rev. Mr. Morris.
- 5th. Remarks by Mr. Storer, Acting Visitor.
- 6th. Singing.
- 7th. Benediction.

The occasion was an interesting one, and much sympathy was manifested by the people of this, and the neighboring districts. The winter school was commenced in the new house on the 7th.

The school house in the Prospect Hill district has also been recently repaired, at an expense of some two or three hundred dollars. All our school houses are now in good condition, with the exception of the old building in the Center district; and it is to be hoped that the inhabitants of this largest and wealthiest district will not much longer be satisfied with the poorest school house in town.

Six of our *seven* teachers are subscribers to the Common School Journal. Should you ask me, in reference to West Hartford, "Watchman, what of the night?" the prompt response would be, "The morning breaketh."

VISITOR.

January 8, 1861.

ILLINOIS. Our friends in this noble state are active in their educational efforts. The Annual meeting of the State Association was recently held at Quincy. A large number attended and the exercises

were of an eminently practical character. We are glad to learn that our friend, W. H. WELLS, Esq., a son of Connecticut, and now Superintendent of the Schools of Chicago, was elected President of the Association. An excellent choice. A Chicago paper thus speaks of Mr. W., in connection with the appointment:

"There are few men in the United States who have broader or more enlightened ideas of popular education, or who are so earnestly devoted to practical school matters, as Mr. Wells. Our Public schools are fortunate in having so well qualified a Superintendent, and the State Teachers' Association has honored itself by honoring him. By thus enlarging his sphere of usefulness, our City and State will be the gainers."

We may add that Mr. Wells is most emphatically a working man, and will do all within his power to promote the great interests confided to his care.

NORTH HAVEN. At an Educational meeting held in this place on the evening of a stormy day in January, we were happy to meet a large and attentive audience, who evinced their interest in the cause, by the questions asked, and a desire manifested to know what might be done for the improvement of common schools. We believe the future will show improvement in this place.

PENNSYLVANIA. Our special thanks are due to S. P. Bates, Esq., Deputy Superintendent of schools for this State, for a copy of the Superintendent's Annual Report. It is an interesting document, and in our next, we shall make further allusion to it and give a brief account of the educational agencies of the State.

NORMAL SCHOOL. The winter term of this institution commenced on the 2nd of January, with nearly 100 pupils. Mr. L. L. Camp, who was employed temporarily in the school has retired to his farm,—though we learn that it was the wish of the Trustees of the School that he should remain permanently,—and we have reason to believe that his continuance would have given very great satisfaction to the pupils. May his farming experience prove as successful and happy as his teaching has been prosperous and useful.

Prof. E. Ripley has entered upon his duties in the school, and will, we doubt not, prove a valuable and efficient addition to the board of instruction.

SUBSCRIBERS.—The following towns are those which furnish the largest number of subscribers for the Journal,—arranged according to the numbers:—

New Britain,	52	New London,	16
New Haven,	45	Stamford,	16
Bridgeport,	40	Canterbury,	13
Hartford,	33	Middletown,	11
Norwich,	27	Fair Haven,	9
Meriden,	22	Brooklyn,	8
Waterbury,	18	West Hartford.	8

☞ Will "R. H. P." please communicate his name to Res. Ed.?

BOOK NOTICES.

THE GLACIERS OF THE ALPS. Being a narrative of excursions and ascents, an account of the origin and phenomena of Glaciers and an exposition of the physical principles to which they are related. By John Tyndall, F. R. S. With illustrations. 12 mo. 446 pp. Boston: Ticknor & Fields.

This is a highly entertaining and instructive volume and will prove a most valuable work for school, family and public libraries. It is divided into two parts, the first being chiefly narrative and the second mainly scientific. It is beautifully printed and "done up" in good style,—as are all the books of this enterprising house.

THE BOY HUNTERS: THE FOREST EXILES: THE YOUNG YAGERS: THE BUSH BOYS: THE YOUNG VOYAGEURS.

These five beautifully printed volumes, written by Capt. Mayne Reid are full of interest for the young and we commend them as excellent books for school libraries. They are published by Ticknor & Fields, Boston.

The same firm publishes,—“A Boy's adventures in Australia, by William Howitt.” This is a capital book for boys.

THE ENCYCLOPEDIA AMERICANA, a popular dictionary of Arts, Sciences, Literature, History, Politics, and Biography. A new edition including a copious collection of original articles in American Biography.

Edited by Francis Lieber, assisted by E. Wigglesworth and T. G. Bradford. With additions by Prof. Henry Vethake, of the University of Pennsylvania. In 14 large octavo volumes of over 600 double columned pages each.

This excellent work for family use and for school libraries is now published by Brown & Taggart, Boston, in very good style. We will procure it for any of our subscribers at the lowest possible rates.

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